NUTR 304 - NUTRITION THROUGHOUT THE LIFE SPAN
Fall 2013

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Class time Monday/Wednesday; 2:00-3:15
Classroom: WC 230
Prerequisite: NUTR 201

Required Text

Please purchase i-clicker 2.

Course Description:
This course will examine the physiological and biochemical factors affecting nutrient needs across various stages of the life cycle from preconception to birth, infancy through adolescence, and adulthood to old age. Normal nutrition as well as clinical nutrition interventions for special health concerns relevant to each life cycle stage will be studied. Various social, economic, cultural, and lifestyle factors that influence food choices and nutritional status across the life span will also be explored.

Course Objectives:
Upon successful completion of this course, the students will be able to:

- Explain the ten principles of human nutrition.
- Describe specific nutritional needs of individuals at each stage of the life cycle.
- Explain the physiological, biochemical, social, economic, cultural and lifestyle factors influencing nutrient requirements and food choices at each stage of the life cycle.
- Identify and describe potential diseases and disorders, and their risk factors affecting nutrient needs at each state of the life cycle.
- Describe interventions and services for risk reduction of diseases and disorders associated with each life cycle stage.
- Evaluate and plan strategies and diets for improving nutritional status of individuals at each stage of the life cycle.
Course Evaluation

- Exam I: 100 points
- Exam II: 100 points
- Final Exam: 100 points
- Project: 100 points
- Attendance: 115 points
- DA + Assignment: 25 points
- Group Work 1: -25 points
- Group Work 2: -25 points

Total Points: 540 points

Grading Scale

- A = 92.5-100
- A- = 89.5-92.4
- B+ = 87.5-89.4
- B = 82.5-87.4
- B- = 79.5-82.4
- C+ = 77.5-79.4
- C = 72.5-77.4
- C- = 69.5-72.4
- D+ = 67.5-69.4
- D = 62.5-67.4
- D- = 59.5-62.4
- F = below 59.5

- Please bring a scantron for each exam.
- No make-up exams are given and no late projects are accepted: If you have extenuating circumstances or an emergency and can provide documentation, consideration will be given.
- Attend all classes on time and do not leave before class is completed. If you need to leave class early, please talk to me before class begins.
- Attendance is counted; 5 points will be given for each class attended to account for participation credit. We will be using the i-clicker system to record points.
- Projects: Further detailed instruction is attached. Please make sure your work is original.
There is no tolerance for plagiarism or academic dishonesty.

Respect each other.

**School of ENS learning goals and objectives**

NUTR304 will provide multiple learning opportunities to support the following goals and objectives of the School of Exercise and Nutritional Sciences:

**Learning Goal 1.** Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise and nutritional science

- **Objective 1.1:** Critically evaluate published research in the discipline
- **Objective 1.2:** Evaluate alternative solutions to a discipline-based problem.
- **Objective 1.3:** Present opposing viewpoints and alternative hypotheses on issues in exercise and nutritional science.
- **Objective 1.4:** Critically evaluate current trends and practices using disciplinary knowledge.
- **Objective 1.5:** Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

**Learning Goal 2:** Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.

- **Objective 2.1:** Use effective technical writing skills to communicate information about exercise and nutritional science.
- **Objective 2.2:** Use effective oral presentation skills to present information to peers and other professionals.

**Learning Goal 3.** Demonstrate understanding of scientific concepts, principles, and methods used in the study of exercise and nutritional science

- **Objective 3.1:** Identify and explain the underlying assumptions of different research paradigms used in exercise and nutritional science.
- **Objective 3.2:** Identify the steps in the scientific method of research.
- **Objective 3.3:** Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations.
- **Objective 3.5:** Design a research study and collect, analyze, and evaluate findings in relation to a proposed hypothesis.

**Learning Goal 4.** Use an array of technologies to support inquiry and professional practice

- **Objective 4.1:** Use the internet and e-mail to communicate with others and find valid information.
- **Objective 4.2:** Use various technology instrumentations to measure phenomena of interest.
- **Objective 4.3:** Use software programs appropriate to discipline to organize, analyze and interpret findings.
- **Objective 4.4:** Use presentation software to report project findings.

**Learning Goal 5.** Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise and nutritional science.

- **Objective 5.1:** Identify and explain components of ethical decision making, cultural competency and civic responsibility applied to exercise and nutritional science.
- **Objective 5.2:** Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.
Objective 5.3: Design an exercise/nutrition prescription or lesson plan that considers cultural differences that may influence implementation.

Learning Goal 6. Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise and nutritional science.

Objective 6.1: Differentiate between biomedical and biopsychosocial explanations of health and wellness.

Objective 6.2: Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to physical activity and diet.

Objective 6.3: Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.

Objective 6.4: Evaluate the efficacy and effectiveness of behavior change interventions in exercise and nutritional science.

Learning Goal 7. Use the principles of assessment to evaluate a variety of measurement tools in exercise and nutritional science.

Objective 7.1: Explain the various kinds of validity evidence necessary to determine the quality of objective and subjective measures used in exercise and nutritional science.

Objective 7.2: Evaluate the validity and reliability coefficients for a variety of tools to determine their quality.

Objective 7.4: Collect data to examine the reliability or objectivity of common measurement tools in exercise and nutritional science.

Objective 7.5: Evaluate the feasibility of different measurement tools in various settings.

Objective 7.6: Describe ways to implement a measure or test to increase its reliability.

Learning Goal 8. Demonstrate the ability to integrate and apply knowledge and skills through experiential learning opportunities.

Objective 8.1: Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.

Objective 8.2: Administer assessments in a variety of special populations, including children/adolescents, young adults, and older adults.

Objective 8.3: Organize and structure learning and research environments to maximize their quality and safety.

Students with disabilities
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. You will receive the appropriate accommodations from the day that you provide me with the necessary documentation. Course accommodations will not be applied retroactively (e.g., after an examination).

Academic Integrity
All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, and paraphrases) must be properly acknowledged and documented. If in doubt, you are encouraged to review guidelines for the proper use of sources (e.g., http://www.hamilton.edu/academics/resource/wc/usingsources.html), as well as the University guidelines (including definition and policy) regarding cheating and plagiarism http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf